



SCHOOL'S PERFORMANCE REPORTING 2017

IMMANUEL PRIMARY SCHOOL

As part of our funding agreement with the Australian Government, we are required to ensure that specific 'School Performance Information' is made publicly available to the school community. This information has been provided to the school community through the newsletter and school website. What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2017 school year.

Contextual information about the school

Immanuel is one of the 84 systemic Lutheran Schools in Australia that has God's Word at the centre of life. Through the Lutheran Faith we share a history of schooling in Australia spanning 178 years. Sited on the same campus as Immanuel College, Immanuel Primary School offers an exceptional range of programs, facilities and options for students as they pursue the ELC to Year 12 journey. Immanuel is an innovative school that has been accredited by the International Baccalaureate for delivering the Primary Years Program in an exceptional manner. Immanuel is an innovative school that connects the strengths of spirituality and learning through a celebration of the gospel and an outstanding educational program with a very active co-curricular program. We recognise the values of tradition but keep our eye firmly on the future. Our school is one of hope and optimism as we strive to make caring a way of life for our students and community. The rigour of the IB Primary Years Program is connected to an environment where students feel empowered to learn, explore, discover and analyse. In conjunction with an extensive co-curricular program, skills for the future are developed with passion and interest. Classrooms are full of smiles and high on praise and students are encouraged to take pride in their accomplishments-small or large. The development of interpersonal relationships is central to our ethos and we encourage our students, parents and teachers to connect at each stage of the learning journey. We warmly welcome the active participation of our parents and caregivers in assisting us to educate their children. The physical space our students occupy on campus is the result of thoughtful planning. We place our students at the centre of learning by providing age appropriate safe outdoor play spaces and indoor teaching areas. Facilities include a Performing Arts Centre, spacious grounds and ovals, access to a world class Swimming Centre, Gymnasium, tennis / netball courts, Art Studio and Japanese Language classrooms. The School has a purpose built Early Learning Centre which is Exceeding the National Quality standards in all key areas. This is a reflection on the quality of the staff at the ELC, and a Library Resource Centre rich in resources and spaces to develop flourishing children. Every location provides opportunities for interactive learning that inspires the transference of knowledge and understanding of how the world works. Student well-being is enhanced through active, physical participation in sport and an extensive Performing Arts Program. Every student is able to achieve a daily personal best by participation in one of more than 50 sporting teams, led by outstanding coaches and supported by enthusiastic parents and grandparents. The extensive Instrumental and Choral programs provide students with opportunities to develop individual talent and collaborative skills. Everyone belongs at Immanuel. Central to the approach at Immanuel Primary School is the belief of partnership - parents and teachers working together in providing the best possible environment and quality personal care for all students. As of Term 2, 2017, 674 students attend from ELC - Year 6.

Teacher Standards and Qualifications

The following table indicates the qualifications of IPS staff.

Diploma	Degrees	Grad Dip T
10	50	23

Workplace Composition

	Number	FTE	Indigenous
Teachers	45	39.5	0
Non teaching staff	25	16.3	0
Total	71	55.8	0

Student Attendance at School

Year Level	Attendance
ELC	97.5%
Rec	94.1%
1	93.9%
2	95.1%
3	95.3%
4	94.7%
5	94.9%
6	95.7%
Overall	95.2%

Procedure for Non-attendance

Parents make contact with the school to report non-attendance which normally occurs through sickness. Teachers record absences and the school makes contact with parents who do not report reasons for absence.

Non-attendance at the school is managed through Pastoral Care & Wellbeing Coordinators.

Student Outcomes in Standardized National Literacy and Numeracy Testing

Proportions of Year 3 and 5 students meeting national reading, writing, spelling, grammar/ punctuation and numeracy benchmarks.

2017	Reading	Spelling	Writing	Grammar & Punctuation	Numeracy
Year 3	100%	98%	100%	98%	100%
Year 5	100%	100%	100%	100%	100%

Satisfaction (Parents, Staff, Students)

In 2017 IPS again completed a comprehensive survey through the Research Australia Development & Innovation Institute (RADII) in conjunction with Lutheran Education Australia. The survey analysed the collected data from parents, teachers and students. This often qualifies other information provided by feed back from parents, teachers and students in both formal and informal capacities.

Areas surveyed were;

Teacher Quality, Curriculum, Wellbeing, School Connectedness, School Improvement Focus, Religious Integrity, Culture and Ethos, Christian Practices, Support for Learning, Developing Strategic Partnerships, Recognising Student Diversity, Identity, Governance, Leadership, Financial Management and Overall Satisfaction.

The overall feedback received followed along the lines of previous years. It was extremely positive and emphasised that the school is meeting its stated goals in so many ways. Parent satisfaction was in the high 90% while staff and student satisfaction recorded 100% in many key areas. 97% say that their child is making good progress at school and that the school is meeting the learning needs of the children. The school is perceived to have an exceptional sense of community with staff generally caring for and having an understanding of each child as an individual. Parents believe staff to be dedicated and admire the leadership team.

All agree that the Christian values and ethos are an absolute strength and evident in all aspects of school culture. The way these values are lived out and the sense of Christian Community that is fostered and developed through these builds a positive school spirit and inclusive community.

Parents appreciate the school's work on developing connections with them through improved communication strategies including the welcoming nature of teachers, the purpose driven parent education events, attendance at class dinners, school worship and P & F events. 97% are aware of the school's improvement focus while 98% believe their children are very engaged in learning at school. There has been overwhelming support (99%) for the initiatives taken during 2017/2018 for improved communications especially using various applications of electronic means.

Of importance in the student survey was that students say that teachers have high expectations of them, 97% report that learning is interesting and 96% say that the learning makes me think.

They feel safe at school (including cyber safety), have good friends and almost 100% of Year 5/6 students are involved in co-curricular activities. This is a dynamic core of student life.

The school is viewed in the broader community as one that is well resourced with excellent facilities often funded through the active P & F Association and the school's ability to raise low interest loans through the Lutheran Laypeople's League. Parents are most complimentary about the redevelopment of learning areas which will be completed early in 2019. They report on how well their children have adapted to these spaces.

Staff continue to actively seek professional feedback which then informs areas for improvement and development. As a result of previous reviews teaching staff have worked throughout the year on developing student measurement of progress against state and national benchmarks in attempt to bring clarity. Staff are seeking regular feedback about their performance and how they may be able to improve. They report positively about continuing curriculum development and are all aware of the school's focus on wellbeing.

The school is committed to the continuing process of reflection, review and a focus on improvement in key areas as identified by the School Council, staff, parents and students. These key areas include a focus on student wellbeing including assisting teachers to develop strategies that will lead to improved behaviour by a small group of student; a continuing focus on teaching and learning so that children remain challenged and interested at the current high levels; continuing to seek out the best ways of communicating the vision of the school with parents; seeking ways of developing student voice and ensuring that governance standards remain at a high quality.

Staff, parents and students feel proud to be a part of this vibrant and flourishing ELC to Year 6 community and are able to articulate the reasons as to why they feel this way. A combination of exceptional leaders, focussed staff who are committed to the ethos of the school and improvement, and a stable School Council who encourage review and reflection are key factors that have created a primary school which is meeting the needs of children today.

School Income broken down by Funding Source.

Gross fees collectable	\$4,442,001	50.1%
Commonwealth recurrent grants	\$3,519,528	39.7%
State recurrent grants	\$784,176	8.8%
Other income - interest etc	\$123,870	1.4%
Total	\$8,419,670	100%

